

History - Reception - Understanding the world - The World

For full EYFS progression map [EYFS progression at MBS](#)

| ELG – | | | | | |
|------------------------------------|---|--|---|--|--|
| Focus | | | | | |
| Prior knowledge (Nursery) | <ul style="list-style-type: none"> • Retell past events in correct order • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Remembers & talks about significant times or events for family & friends • Begin to make sense of own life-story & family's history | <ul style="list-style-type: none"> • Question why things happened & give explanations • Understand why and how questions • Asks who, what, when & how | <ul style="list-style-type: none"> • Develop an understanding of growth, decay and changes over time • Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world • Bring in photographs, videos, visitor • Preserve memories of special events e.g. make a book, video, photos • Share stories about people from the past who have an influence on the present | | |
| Current Knowledge-Reception | <ul style="list-style-type: none"> • Use talk to organise, sequence and clarify thinking and events • Compare & contrast characters from stories, including figures from the past • Comment on images of familiar situations in the past | <ul style="list-style-type: none"> • Ask questions to find out more & to check understanding of what has been said • Understands questions such as who, why, when, where & how • Understands a range of complex sentence structures including tense markers | <ul style="list-style-type: none"> • Use talk to organise, sequence & clarify thinking, ideas, feelings & events • Articulate ideas & thoughts in well-formed sentences • Ask questions to find out more & to check understanding of what | | |

History -Year 1 Inventors

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|--|--|--|--|--|---|
| Prior knowledge | Current Knowledge- Changes within living memory the lives of significant individuals in the past who have contributed to national and international achievements. | | | | Future Knowledge |
| Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. | What is an invention? Key inventions of last 20-40 years | Who invented the internet? Tim Berners lee | Who invented the mobile phone? Jesse Russel - (digital cell phones) | Who invented the computers as we know them? Steve Jobs, Bill Gates | Changes within living memory the lives of significant individuals in the past who have contributed to national and international achievements. |
| Recurring Vocabulary- | Vocabulary: Invention, internet, mobile phone, significant people, computers, memory, achievements | | Take away points: <ol style="list-style-type: none"> 1. To know why their inventions are significant 2. To know that history can be a living memory 3. To know key significant inventors. | | |

Developing
ARG, MJ, OR, ECS, GD

Embedded

History - Year 1 Space travel

| Prior knowledge | Current Knowledge- | | | | | Future Knowledge |
|---|--|---|--|---|---|---|
| Changes within living memory the lives of significant individuals in the past who have contributed to national and international achievements | When did the first rocket go into space? | When did the first man/woman go into space? Who? Yuri Gagarin Valentina Tereshkova | When did first person walk on the moon? Who? Apollo 11, Neil Armstrong | When did first British person go into space? Helen Sharman | What happens in space now? Who visits? Space tourism, would they visit? | the lives of significant individuals in the past who have contributed to national and international achievements. events beyond living memory that are significant nationally or globally |
| Recurring Vocabulary- | Vocabulary- Space, rocket, astronaut, moon, mission, apollo, space tourism, | | | Take away points: 1. Who was the first person in space 2. Who was the first man on the moon? 3. What is space tourism. | | |

Developing

Embedded

History - Year 1- Local Area- houses and homes- 1940s

| Prior knowledge | Current Knowledge- significant historical events, people and places in their own locality. events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | | | Future Knowledge |
|---|--|---|---|--|
| <ul style="list-style-type: none"> • significant individuals in the past who have contributed to national and international achievements. • events beyond living memory that are significant nationally or globally | <p>What/where are the newest houses in Middle Barton?</p> <p>Look at examples of new housing</p> | <p>Look at houses from 1950's. Where are they? How are they different?</p> | <p>How have houses changed?</p> <p>Look at much older houses place on timeline, show how they are different, no electricity, fires etc.</p> <p>When was our school built? place on timeline</p> | <p>events beyond living memory that are significant nationally or globally</p> |
| Recurring Vocabulary- | Vocabulary: Village, house, differences, similarities, roof, chimney, wall, window, timeline | Take away points: <ol style="list-style-type: none"> 1. Houses have changed over time 2. To know significant changes | | |

History - Year 1-Freedom Fighters

| Prior knowledge | Current Knowledge- <ul style="list-style-type: none"> significant individuals in the past who have contributed to national and international achievements. events beyond living memory that are significant nationally or globally | | | Future Knowledge |
|---|---|--|---|--|
| <ul style="list-style-type: none"> Changes within living memory the lives of significant individuals in the past who have contributed to national and international achievements. | Who is Malala Yousafzai? Why is she important? | Who is Rosa Parks? Why is she important? | Who was Martin Luther King? Who is he important? | <p>significant historical events, people and places in their own locality.</p> <p>events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> |
| Recurring Vocabulary- | Vocabulary- Freedom, significant, racism, | Take away points: <ol style="list-style-type: none"> Why is Malala Yousafzai significant Why is Rosa Parks significant Why is MLK significant | | |

Developing

Embedded

History -Year 1/2 - Remembrance

| Prior knowledge | Current Knowledge- events beyond living memory that are significant nationally or globally | | | Future Knowledge |
|--|---|---|---|--|
| <p>significant historical events, people and places in their own locality.</p> <p>events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> | <p>Why do we remember?</p> <p>Link with understanding of history</p> | <p>Who do we remember?</p> <p>Brief overview of great wars and how many many people died. - place events on timeline</p> | <p>How do we remember them?</p> <p>Poppies, Remembrance day, minutes silence, remembrance parades</p> | <p>events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements</p> |
| <p>Recurring Vocabulary-</p> | <p>Vocabulary-</p> <p>Remembrance, poppies, war, death, soldiers, significant events</p> | <p>Take away points:</p> <ol style="list-style-type: none"> 1. What is being remembered 2. How it is being remembered 3. Why do we remember it | | |

History - Year 2- Explorers- Aviation

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|--|---|---|---|--|--|
| <p>Prior knowledge</p> | <p>Current Knowledge- events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements</p> | | | | <p>Future Knowledge</p> |
| <p>events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements</p> | <p>What was life like in the early 1900s?</p> | <p>Who were the Wright brothers and why are they significant?</p> | <p>Who was Amelia Earhart and why is she significant?</p> | <p>How have planes and air travel changed since the early 1900s?</p> | <p>events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements</p> |
| <p>Recurring Vocabulary- past</p> | <p><u>Vocabulary-</u> the Wright Brothers, Aviation, Aeroplane, Amelia Earheart, Travel, Past, 1903, 1937, 1932</p> | | <p><u>Take away points:</u></p> <ol style="list-style-type: none"> 1. What year was the first aeroplane invented? 2. Who invented the first aeroplane? 3. Why is Amelia Earheart significant? | | |

Developing

Embedded

History -Year 2- Suffragettes

| Prior knowledge | Current Knowledge- events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements | | Future Knowledge |
|---|--|---|---|
| events beyond living memory that are significant nationally or globally | Who were the suffragettes? | How did the suffragettes make a difference to life today? | events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements |
| Recurring Vocabulary- | <u>Vocabulary:</u> Suffragette, vote, Emmeline Pankhurst, Women's Social and Political Union, violence, hunger strike, Emily Davison, protest, 1903, 1913, 1918 | <u>Take away points:</u> <ol style="list-style-type: none">1. Who was the leader of the Suffragette movement?2. What year did women get the vote?3. What changes occurred as a result? | Vocabulary-Tier 3 |

History - Year 2- Victorians

| Prior knowledge | Current Knowledge- events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements | | | | | | Future Knowledge |
|---|---|---|--|--|---|--|---|
| events beyond living memory that are significant nationally or globally | What are the Victorians and where do they fit in history? | What was life like in the 18th Century? | What was school like in the Victorian era? | Who was Florence Nightingale and why is she significant? | Who is Mary Seacole and why is she significant? | How is life different today and what changes have been made since the Victorian era? | events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements |
| Recurring Vocabulary- | Vocabulary- Victorian, old fashioned, Queen Victoria, Prince Albert, industrial, chimney sweep, mangle, cane, slate and chalk, dangerous conditions, Florence Nightingale, Crimean war, nurse, Mary Seacole, 1837-1901 | | | Take away points: <ol style="list-style-type: none"> 1. What date did the Victorian era begin? 2. Who were Florence Nightingale and Mary Seacole? 3. How does life in the Victorian era compare to life today? | | | |

History - Year 2- Tudors

| Prior knowledge | Current Knowledge- events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements | | | | | | Future Knowledge |
|---|---|---|---|--|--|---|---|
| events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements | What are the Tudors and where do they fit in history? | What was life like in the 17th Century? | What was London like in the 17th Century and how is it different to London today? | What are the events of the Great Fire of London? | How do we know about the Great Fire of London? | What changes happened after the Great Fire of London? | changes in Britain from the Stone Age to the Iron Age |
| Recurring Vocabulary- | Vocabulary- Tudor, King Henry, wives, Queen Elizabeth 1st, 17th Century, 1485-1603, banquet, wattle and daub, apothecary, blacksmith, rat-catcher, gong farmer, scullery maid, spinster, chandler, 1666, Great Fire of London, Thomas Farriner, Pudding Lane, Samuel Pepys, King Charles, River Thames | | | Take away points: <ol style="list-style-type: none"> 1. When did the Great Fire of London occur? 2. How did the Great Fire of London begin? 3. Why is Samuel Pepys so important? | | | |

History - Year 3- Stone Age to Bronze Age

| Prior knowledge | Current Knowledge- changes in Britain from the Stone Age to the Iron Age | | | | | Future Knowledge |
|--|---|---|-------------------------------|------------------------------|--|--|
| <p>Tudors- events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements</p> | When does this time period fit into history? | What did humans need to survive during the Stone Age? | Why was Skara Brae important? | What was Stone Age cave art? | Why was copper mining so important to the Bronze Age people? | <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of : The Indus Valley</p> |
| Recurring Vocabulary- | Vocabulary- | | | Take away points: | | |

1. How did humans progress from the Stone Age to Bronze Age?
2. What were the key factors in human progression?
3. What was culture like in early human history?

History - Year 3 - The Indus Valley

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|---------------------------------------|---|---|---|--|--|--|--|
| Prior knowledge | Current Knowledge- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of : The Indus Valley | | | | | | Future Knowledge |
| changes in Britain from the Stone Age | Where and when did the Indus Valley civilisation exist? | What significant event happened during this time? | What was it like to live in the Indus Valley? | Who discovered the Indus Valley civilisation? | What was life like in the Indus Valley Civilisation? | What can we learn from The Indus valley artefacts? | non-European society that provides contrasts with British - Ancient Egyptians. |
| Recurring Vocabulary- | Vocabulary- | | | Take away points: <ol style="list-style-type: none"> 1. What made the Indus Valley special? 2. Why can Ancient History be hard to study? 3. How are historical discoveries made? | | | |

Developing

Embedded

History - Year 3 - Ancient Egyptians

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|---------------------------------------|--|---|--|---|--|---|--------------------------------|
| <p>Prior knowledge</p> | <p>Current Knowledge- a non-European society that provides contrasts with British history – Ancient Egyptians: 3000 - 1300 BC</p> | | | | | | <p>Future Knowledge</p> |
| | <p>Where do the Ancient Egyptians fit in history? chronological order</p> | <p>Where were the Ancient Egyptians located and discovered?</p> | <p>What was life like during the Ancient Egyptians period?</p> | <p>Who were the Egyptian Pharaohs and Queens?</p> | <p>What were Ancient Egypt arts and culture?</p> | <p>Why did the Ancient Egyptians decline?</p> | |
| <p>Reoccurring Vocabulary-</p> | <p>Vocabulary- Nile River, Mummified, Hieroglyphics Sacred, Tutankhamun, Pyramids of Giza</p> | | | <p>Take away points:</p> <ol style="list-style-type: none"> What was successful about the Ancient Egyptian civilisation for it to survive so long? How did life change within a civilisations time period? How have the Ancient Egyptians impacted us today? | | | |
| <p><u>Developing</u></p> | | | | <p><u>Embedded</u></p> | | | |

History - Year 4 - The Indus Valley

| Prior knowledge | Current Knowledge- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of : The Indus Valley | | | | | | Future Knowledge |
|---------------------------------------|---|---|---|---|--|--|---|
| changes in Britain from the Stone Age | Where and when did the Indus Valley civilisation exist? | What significant event happened during this time? | What was it like to live in the Indus Valley? | Who discovered the Indus Valley civilisation? | What was life like in the Indus Valley Civilisation? | What can we learn from The Indus valley artefacts? | non-European society that provides contrasts with British history – The Shang Dynasty (China) |
| Recurring Vocabulary- | Vocabulary- | | | Take away points: <ol style="list-style-type: none"> 1. When did the Indus Valley Civilisation exist? 2. What was a typical day like for an Indus Valley child. 3. Explain how the artefacts tell us that the Indus Valley Civilisation differs from our everyday life. . | | | |

Developing

Embedded

History - Year 4 - Ancient Egyptians

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|---|--|---|--|---|--|---|--------------------------------|
| <p>Prior knowledge</p> | <p>Current Knowledge- a non-European society that provides contrasts with British history – Ancient Egyptians: 3000 - 1300 BC</p> | | | | | | <p>Future Knowledge</p> |
| <p>Changes in Britain from the Indus Valley</p> | <p>Where do the Ancient Egyptians fit in history? chronological order</p> | <p>Where were the Ancient Egyptians located and discovered?</p> | <p>What was life like during the Ancient Egyptians period?</p> | <p>Who were the Egyptian Pharaohs and Queens?</p> | <p>What were Ancient Egypt arts and culture?</p> | <p>Why did the Ancient Egyptians decline?</p> | |
| <p>Reoccurring Vocabulary-</p> | <p>Vocabulary- Nile River, Mummified, Hieroglyphics Sacred, Tutankhamun, Pyramids of Giza</p> | | | <p>Take away points:</p> <ol style="list-style-type: none"> 1. When did the Egyptians exist? 2. Who were Tutankhamun and Cleopatra and why were they important? 3. Explain why and how Egyptians were mummified. | | | |
| <p><u>Developing</u></p> | | | | <p><u>Embedded</u></p> | | | |

History - Year 4 - The Early Chinese Dynasties (Shang/Zhou)

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|-------------------------------------|--|--|--|--|---|--|--------------------------------|
| <p>Prior knowledge</p> | <p>Current Knowledge- a non-European society that provides contrasts with British history – The Shang and Zhou Dynasty 1800 - 256 BC.</p> | | | | | | <p>Future Knowledge</p> |
| | <p>Where do the Chinese Dynasties fit in history? Chronological order.</p> | <p>Where were the Chinese Dynasties established and located?</p> | <p>What was life like during this time period?</p> | <p>Who were the significant rulers of this time period?</p> | <p>What were Chinese Dynasty arts and cultures?</p> | <p>Why did the Shang and Zhou Dynasties decline?</p> | |
| <p>Recurring Vocabulary-</p> | <p>Vocabulary- The Terracotta Army, The Great Wall of China</p> | | | <p>Take away points:</p> <ol style="list-style-type: none"> 1. When were they established and what was life like? 2. Who was Fu Hao and why was she so significant? 3. Why is The Great Wall of China so significant? | | | |
| <p><u>Developing</u></p> | | | | <p><u>Embedded</u></p> | | | |

History - Year 5 - Ancient Greece

| Prior knowledge | Current Knowledge- Ancient Greece – a study of Greek life and achievements and their influence on the western world | | | | | | Future Knowledge |
|------------------------------|---|--|---------------------------------------|--|--|---|---|
| The Indus Valley | Where does Ancient Greece fit in history? chronological order | Where is Greece and how did the Empire form develop? | What was life like in Ancient Greece? | What have they taught us about Democracy? | What have they taught us about the Olympics? | What others things are the Ancient Greeks famous for? | A non-European society that provides contrasts with British history – Mayan civilization c. AD 900; |
| Recurring Vocabulary- | Vocabulary- Empire, expansion, locate, atlas, capital city, Soldiers, poverty, scholars, farmland, sacred buildings, temples, chiton, tunics, Democracy, city state, voting , Olympics, Olympia, Javelin, wrestling, spectators Architecture, philosophy, toga, slave Myth and legends | | | Take away points: 1. How was life in Ancient Greece different to ours? 2. How different was life for boys and girls? 3. What is democracy? | | | |

Developing

Embedded

History - Year 5 - Mayan Civilisation

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|---|--|--|--|---|--|--|--|
| <p>Prior knowledge</p> | <p>Current Knowledge- a non-European society that provides contrasts with British history – Mayan civilization c. 900 - 300 bc</p> | | | | | | <p>Future Knowledge</p> |
| <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> | <p>Where does the Mayans civilisation fit in history? chronological order</p> | <p>Where was the Mayan civilization located?</p> | <p>What was life like during the Mayan period?</p> | <p>What were the Mayan cities of stone?</p> | <p>What were the Mayan arts and culture?</p> | <p>Why did the Mayan civilisation decline?</p> | <p>The Roman Empire and its impact on Britain.</p> |
| <p>Reoccurring Vocabulary-</p> | <p>Vocabulary- Temple, sacrifice, blood sport, Yucatan, Chichen Itza, pyramid, Tulum, ritual, astronomy, maize, conquistador, causeway, calendar, city-state,</p> | | | <p>Take away points:</p> <ol style="list-style-type: none"> 1. Where was the Mayan civilisation? 2. How was Mayan life different to ours? 3. How did the Mayan civilisation decline? | | | |
| <p><u>Developing</u></p> | | | | <p><u>Embedded</u></p> | | | |

History - Year 5 - Romans

| Prior knowledge | Current Knowledge- the Roman Empire and its impact on Britain | | | | Future Knowledge |
|---|---|--|---|---|---|
| <p>a non-European society that provides contrasts with British history – Mayan civilization c. 900 - 300 bc</p> | <p>Where does the Roman civilisation fit in history? chronological order</p> <p>How are where did the Roman Empire begin?</p> | <p>Who were the famous Romans?</p> <p>What impact did they have?</p> | <p>What was life like during the Roman times? Food, Buildings, Jobs, Education, Slavery, Gladiators, Religion</p> | <p>What have we learnt from the Romans?</p> | <p>Britain's settlement by Anglo-Saxons and Scots</p> |
| <p>Reoccurring Vocabulary-</p> | <p>Vocabulary- Italy/conquering, Invasion of Britain, Julius Cesar, Augustus, Claudius, Hadrian , Spartacus, Boudicca, Aqueducts, Concrete/building structures, Underfloor heating- Baths, Invasion, Roads, The Roman Numerals, The First Newspaper., Modern Plumbing and Sanitary Management.</p> | | <p>Take away points:</p> <ol style="list-style-type: none"> How was Roman life different to ours? What made Rome a successful civilisation? How have the Romans influenced us? | | |

Developing

Embedded

History - Year 6- Anglo- Saxons and Scots

| Prior knowledge | Current Knowledge- Britain's settlement by Anglo-Saxons and Scots | | | | | | | Future Knowledge |
|--|---|--|--|---|---|--|---|--|
| <p>the Roman Empire and its impact on Britain</p> | <p>How, when and why did the Anglo-Saxons and Scots invade Britain and where did they come from?</p> | <p>Where did the Anglo-Saxons and Scots settle? (kingdoms)</p> | <p>How did the Anglo-Saxons change Britain? (language, religion)</p> | <p>How did Christianity affect life in Anglo-Saxon Britain?</p> | <p>What was life like in Anglo-Saxon Britain?</p> | <p>How did art and culture develop during Anglo-Saxon times? (runes/jewellery/clothes)</p> | <p>Was King Arthur really a legend?</p> | <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-stat</p> |
| <p>Reoccurring Vocabulary-</p> | <p>Vocabulary-Angles, Jutes, Saxons, Frisians, Scotti, Picts, Romans, King Vortigern, Britain, Denmark, Germany, Holland,invade, invaders, invasions, Angle Land, Anglo-Saxons, native Britons, raids, Germanic tribe, Settlement, conquest, invade, invaders, kingdom, unify, Essex, Sussex, Wessex, East Anglia, Mercia, Kent, Northumbria, Pagans, paganism, Thunor, Tiw, Eostre, Blodmonath, Eostremonath, Modraniht, christianity, conversion, monk, monastery, Columba, Augustine, Lindisfarne, missionary, Archbishop, illuminated manuscript, Plough, crop, livestock, settlement, timber, thatch, dye, linen, weave, hurdles, Runes, manuscripts, artefacts, Sutton Hoo, brooch, jewellery, noble, ceremonial, archaeologist, excavate,</p> | | | | <p>Take away points:</p> <ol style="list-style-type: none"> 1. Know where the Anglo-Saxons and Scots came from 2. Know how life changed in Britain - know what it was like in Anglo-Saxon times 3. Know where they settled | | | |

History - Year 6- Anglo- Saxon and Vikings

| Prior knowledge | Current Knowledge- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | | | | | Future Knowledge |
|--|--|---|---|---|---|---|
| Britain's settlement by Anglo-Saxons and Scots | Where did the Vikings come from and why did they invade Britain? | How did the Kings of Britain deal with the Viking invasion? | How did the Vikings and Anglo-Saxons coexist? What was the Danegeld? | How did the Vikings live and work? | How did the last Anglo-Saxon kings shape Britain? | a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 |
| Reoccurring Vocabulary- | Vocabulary- Vikings, Norway, Denmark, Sweden, Scandinavia, Norse, Danes, Danish, raid, pillage, longship, merchant, invaders, settlers, Alfred the Great, King Ethelred, Wessex, Guthrum, fortified, danelaw, King Athelstan, Danelaw, Danegeld, Jorvik, King Athelstan, King Ethelred the Unready, Timber, thatched, Jorvik, merchant, trader, navigator, ship-builder, Constantinople, Istanbul, Baghdad, Retaliate, reign, rebellion, Normans, Battle of Hastings, 1066, William, Duke of Normandy, Edward the Confessor, Harold II | | | Take away points: <ol style="list-style-type: none"> 1. Know where the Vikings came from 2. Know what the kings did after the invasion 3. Know how the Vikings lived and work | | |

Developing

Embedded

History - Year 6- WW2 - beyond 1066

| Prior knowledge | Current Knowledge -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | | | | | | Future Knowledge |
|--------------------------|--|---|---|---|-------------------------------------|---|------------------|
| a local history study | When and why did WW2 begin? | What was the impact on children during the war? | How did the war impact on how people lived? E.g. rationing | What role did women play in the war? | What impact did the Holocaust have? | What did we learn from the events during WW2? | |
| Reoccurring Vocabulary- | Vocabulary- Blitz, evacuee, Adolf Hitler, Nazi party, Air Raid Shelters, D-Day, propaganda, Anne Frank, Holocaust, dictatorship, Home Front, Jews, Star of David, Enigma, allies, Nazi party, rationing,, Treaty of Versailles, Luftwaffe, military, codebreaking, June 6th 1944, invasion, Auschwitz | | | Take away points: <ol style="list-style-type: none"> 1. Know when and why WW2 began 2. Know the impact the war had on children 3. Know the role of women in the war | | | |
| <u>Developing</u> | | | | <u>Embedded</u> | | | |

History - Year 6- Local history

| Prior knowledge | Current Knowledge- a local history study | | | | | | Future Knowledge |
|--|---|---|---------------------|--|---|---|------------------|
| the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | How has Middle Barton changed over time? | What events in history have changed MB? | Why has MB changed? | How have different people impacted MB's history? | What can we learn from the sources available? | What will MB look like in the future based on what we have learnt about the past? | |
| Reoccurring Vocabulary- | Vocabulary- Middle Barton, Steeple Barton, Henry Hall, Alexander William Hall, Barton Abbey, Oxford, Oxfordshire, Victorian, mass education, education, farming, cheap labour, Parish, Steeple Barton Primary School. | | | Take away points: <ol style="list-style-type: none"> 1. Know which historical events have changed Middle Barton 2. Know which people have affected MB's history 3. Know how MB has changed over time | | | |
| <u>Developing</u> | | | | <u>Embedded</u> | | | |